



2015-2016

NEVADA ALTERNATE ASSESSMENT

OBJECT EXCHANGE LIST

GRADE 3

All accommodations used during the administration of the Nevada Alternate Assessment (NAA) should align with what the student receives in everyday, classroom instruction. An allowable accommodation on the NAA is the substitution of objects for pictures in the student response booklets. An Object Exchange List has been prepared indicating where real objects may be substituted. All objects listed are usually found in the classroom or school setting. Use your professional judgment about which objects will be safe and appropriate for use by your students (e.g., scissors, food).

Objects should be substituted with those that the student is familiar with and has had previous exposure. Objects can be of any type and size (e.g., any type of book such as a textbook, reading book, etc.). If specific objects are listed, an explanation is provided in the "Replacement Objects" column (e.g., a real flower of any kind, and an artificial flower of any kind). For numbers, letters and/or simple images, see suggestions below for creating tactile adaptations. **Object substitutions are listed only if all stimulus pictures and/or response options within an Item can be replaced with real or representational objects.**

Recommendations:

- Real objects are preferred for students with limited exposure to representational objects. Representational objects should be used only in situations in which the individual student has experience with or background knowledge of both the real and representational object.
- Shapes may be replaced with pattern blocks or created using cutouts from sturdy paper such as card stock/foam board. Fraction manipulatives or cutouts may be used for fraction items. The same shapes, blocks, and other objects may be used across all items as long as they match the description.
- Letters, words, phrases, symbols, etc. may be replaced with braille, pictures, symbols, and signs used in daily instruction as long as they match the exact content being assessed in the item.
- Yarn, puffy paint, and string are tools that can be helpful in making tactile adaptations in the classroom on things the student may use repeatedly. There are a number of additional ways to make tactile adaptations, such as using a sewing wheel on tracing paper or aluminum foil to create a raised line drawing, or writing on paper placed over a textured surface such as sandpaper or a screen.

Grade 3 Reading		
Item Set/Item Number	Pictures	Replacement Objects (May be real/actual objects, plastic, or representation of objects)
Item Set 1.1 Items 1-2	Letters "C," "L," "R," "S," "T," and "O"	Replace with braille or other tactile letters used in daily instruction.
Item Set 1.2 Items 1-2	Letters "P," "M," "L," "R," "B," and "K"	Replace with braille or other tactile letters used in daily instruction.
Item Set 6.1 Items 1-2	High frequency symbols	Replace with replica /toy signs or symbols.
Item Set 6.3 Items 1-2	<i>Stimulus</i> - High frequency symbols	Replace with replica /toy signs or symbols.
Grade 3 Mathematics		
Item Set/Item Number	Pictures	Replacement Objects (May be real/actual objects, plastic, or representation of objects)
Item Set 1.1 Items 1-2	<i>Stimulus</i> — numbers <i>Response Options</i> — counting blocks	Replace with braille or other tactile numbers used in daily instruction. Replace with blocks (base ten or counting) utilized by student on a daily basis. Make sure to configure materials in the same manner as they are in the item. Materials may be placed directly on top of the pictures in the Response Booklet. Do not describe the pictures.
Item Sets 1.2-1.3 Items 1-2	Numbers	Replace with braille or other tactile numbers used in daily instruction.
Item Set 2.1 Items Ex.-2	Shapes	Replace with shape materials utilized by student on daily basis. Make sure to configure materials in the same manner as they are in the item. Materials may be placed directly on top of the pictures in the Response Booklet.
Item Set 3.1 Item 1	<i>Stimulus</i> — pencil <i>Response Options</i> — measuring cup, ruler, clock	Replace with pencil, one cup measuring cup, 12-inch ruler, clock
Item Set 3.1 Item 2	<i>Response Options</i> — scale, thermometer, ruler	Replace with balance beam scale, thermometer, 12-inch ruler
Item Set 3.2 Item 1	Nail	Replace with real nail or other item that is 4 inches long (e.g. drinking straw cut to 4").

Mathematics

Item Set/ Item Number	Pictures	Replacement Objects (May be real/actual objects, plastic, or representation of objects)
Item Set 3.2 Item 2	Stapler	Replace with real stapler or other item that is 6 inches long (e.g. drinking straw cut to 6"). Please use judgment for safety with your student if using a real stapler. You may want to remove the staples for safety purposes.
Item Set 4.1 Item 1	Shaded parts of circle: top 1/2 circle, bottom 1/2 circle, whole circle	Provide a cutout of the shape folding into correlating portions, or raise the lines on the circles using a tracing wheel, paper over a textured surface, use wiki sticks, or Velcro on a felt board. Add texture to the shaded portions.
Item Set 4.1 Item 2	Shaded parts of a triangle: bottom part of triangle, left 1/2 of triangle, whole triangle	Provide a cutout of the shape folding into correlating portions, or raise the lines on the triangles using a tracing wheel, paper over a textured surface, use wiki sticks, or Velcro on a felt board. Add texture to the shaded portions.
Item Set 4.2 Item 1	Shaded parts of a rectangle: left 1/4 rectangle, whole rectangle, bottom 1/2 rectangle	Provide a cutout of the shape folding into correlating portions, or raise the lines on the rectangles using a tracing wheel, paper over a textured surface, use wiki sticks, or Velcro on a felt board. Add texture to the shaded portions.
Item Set 4.2 Item 2	Shaded parts of a circle: bottom 1/2 circle, left top 1/4 circle, whole circle	Provide a cutout of the shape folding into correlating portions, or raise the lines on the circles using a tracing wheel, paper over a textured surface, use wiki sticks, or Velcro on a felt board. Add texture to the shaded portions.
Item Set 4.3 Items 1-2	<i>Response Options-</i> Fractions	Replace with braille or other tactile numbers used in daily instruction.
Item Sets 5.1-5.2 Items 1-2	Coins	Replace with real or play quarter, dime, nickel, and penny. Do not describe the pictures.
Item Set 5.3 Items 1-2	<i>Stimulus-</i> coins	Replace with real or play quarter, dime, nickel, and penny. Do not describe the pictures.
	<i>Response Options-</i> numbers	Replace with braille or other tactile numbers used in daily instruction.
Item Sets 6.1-6.3 Items 1-2	Numbers	Replace with braille or other tactile numbers used in daily instruction.

Grade 3
Mathematics

Item Set/ Item Number	Pictures	Replacement Objects (May be real/actual objects, plastic, or representation of objects)
Item Sets 7.1-7.3 Items 1-2	Numbers and operation symbols	Replace numbers with magnetic numbers or braille flashcards. Place a raised line on the symbols using wiki sticks or tracing wheel.
Item Sets 8.1-8.2 Items 1-2	<i>Stimulus</i> – rectangles with perimeters	Replace with rectangle manipulative labeled with tactile number or counting materials. Or create a tactile adaptation using sewing wheel on tracing paper/aluminum foil, or paper over a textured surface to create a raised line drawing, or use a felt board with Velcro or shape cutouts, adding braille labels or tactile letters/numbers where appropriate.
	<i>Response Options</i> – numbers	Replace with braille or other tactile numbers used in daily instruction.
Item Set 8.3 Items 1-2	<i>Response Options</i> – numbers	Replace with braille or other tactile numbers used in daily instruction.